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AUTHOR Dybola, Ellen; Andino, Ann; Arnold, Harriet; Asvos, Maria; Robles, Ivette

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ABSTRACT

This booklet consists of four lesson plans to be used with students in preschool through grade 9. The first lesson, for preschool children with special needs, is titled "Introduction to Islamic Customs and Practices." It introduces new vocabulary and concepts while focusing on Islamic customs and practices. The second lesson, "Islam Lesson Plan" (focused on language arts), is for third grade students. It is designed for a group of students receiving tutorial help for a 45-minute reading period and entails work in cooperative groups. The third lesson is titled "Using the Novel Shabanu, Daughter of the Wind as a Window into Islamic Religion and Culture in Pakistan" and is for grades 6-8. It suggests using the juvenile fiction book, "Shabanu, Daughter of the Wind," both for its literary merits and as a window into religious beliefs. The fourth lesson, "Islam (Social Studies)," is intended for grades 6-9 and introduces students to the fundamental beliefs, rituals, and ceremonies in Islam. Each of the four lesson plans contains an introduction, goals and objectives, resources required, step-by-step suggestions for each day's activities, and references. (BT)

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South Asia at Chicago

1999 Teacher's Workshop - Islam in South Asia and the United States

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Introduction to Islamic Customs and Practices

Grade Level: Preschool- 5yrs old

Introduction: The lesson plan is developed for preschoolers with special needs. The Early Childhood Program is language based. Most students have significant delays in language understanding and expression. This lesson plan will introduce new vocabulary and concepts while studying about islamic customs and practices.

Islam Lesson Plan. (Language Arts)

Grade Level: 3

Introduction: This lesson is designed for a group of third graders receiving tutorial help for a 45 minute reading period. They will work in cooperative groups to research and complete maps, charts, and written assignments concerning Islam.

Using the Novel Shabanu, Daughter of the Wind As a Window into Islamic Religion and Culture in Pakistan

Grade Level: 6-8

Introduction: The author of this juvenile fiction book, Suzanne Fisher Staples, worked for many years as a U.P.I. correspondent in Hong Kong, Afghanistan, India and Pakistan. During her years in Pakistan, she became involved with the nomads of the Cholistan Desert and "was inspired by their unfailing generosity and courage to write this book." It is a wonderful story (designated as a Newbery Honor Book) that the students should enjoy reading and discussing for its literary merits. With the use of some supplemental materials, the events in the lives of the book's characters can also be used to teach the students a lot about the religious beliefs held and the customs practiced in this part of the world. Because they are desert nomads, some interesting parallels can be drawn between their lives and the lives of the people in the time of the Prophet Mohammed.

Islam (Social Studies)

Grade Level: 6-9

Introduction: A series of planned activities over one week of class time. Students will be introduced to the fundamental beliefs, rituals, and ceremonies in Islam. Additionally, students learn about the negativity which is emphasized in the media today in regards to Islam; that Muslims are not any more prone to violence or aggression than non-Muslims.

Introduction to Islamic Customs and Practices
Lesson Plan
Ellen Dybola

Grade Level:
preschool - 5yrs. old
Introduction:
The lesson plan is developed for preschoolers with special needs. The Early Childhood Program is language based. Most students have significant delays in language understanding and expression. This lesson plan will introduce new vocabulary and concepts while studying about islamic
customs and practices.

Goals:
Introduce Islamic customs and practices.
Create interest and awareness of Islamic customs and practices.

Objectives:
Students will be aware of languages other than English.
Students will identify the direction-east.
Students will identify the significance of different types of attire.
Students will be aware of months of the year and that Ramadan occurs during the month of this lesson plan.
Students will understand some of the practices and the importance of Ramadan to Muslims
Students will expand receptive and expressive vocabulary.

Resources:
Visuals: books, enlarged pictures, game boards, xeroxcs

Day Three:
1) Children give traditional greeting and proceed to separate sex seating on mats .
2) Students identify the clothing they are wearing. Students identify the purpose of the clothing they are wearing.
3) From Aggarwal and Fairclough's, I am a Muslim, read and show the enlarged pictures from the section on clothing for Musliro chiMren and adults.
4) Color pictwe o~ boy and girl in traditional Muslim dress.
5) Have children wear traditional Muslim headdress.
6) Learn hand mdiorls and sing "A Ram-Sam-Sam" in Islamic headdress.

Day Four:
1) Prepare children for Id al-pin and its significance. Practice saying Id al-pin and the translation.
2) Review the months of the year Count to 9 and identify the
present month. Count to 10 and name the month beginning tomorrow on Id al-Fitr.

3) Read "Id al-Fitr" from Ramadan and Id al-Fitr to class. New vocabulary: new moon, best clothes, perfume, celebration, etc.
4) Make halwa and serve.
5) Color and decorate bags with different shapes, and then fill with sweet meats for Id al-Fitr tomorrow.

Day_Five:
Children greet each other warmly, while repeating "Id Mubarek". They wear their best clothes as they depart on the school bus to view the Nation of Islam Mosque at 7300 Stony Island. The celebration of Eid-ul-Fitr will be at the Salaam Restaurant, 700 West 79th Street.

Islam
Lesson Plan
Ann Andino

Subject:
Language Arts
Grade Level:
3
Introduction:
This lesson is designed for a group of third graders receiving tutorial help for a 45 minute reading period. They will work in cooperative groups to research and complete maps, charts, and written assignments concerning Islam.

Goals:
1) Build self-esteem by helping students to appreciate their own culture and the cultures of others.
2) Explore prior knowledge about the culture and history of Muslims.
3) Appreciate the differences and similarities of cultures and people through learning about language, food, dance, music, art, and customs.
4) Promote critical thinking and research skills while developing an awareness and appreciation of Muslim culture.

Objectives:
1) Have students demonstrate and share knowledge with one another through class discussions.
2) Create a chart to organize prior knowledge.
3) Complete a map of the Middle East and Northern Africa.
4) Complete a chart of the five pillars of the Muslim religion.
5) Find a recipe containing Middle Eastern food items.
6) Create tessellation using geometric shapes.

Materials:
Maps of the Middle East and Africa
Graphic organizers for prior knowledge and "Five Pillars"
Recipe books
Card stock for geometric shapes
Resources:
Maps
Laila's Wedding book
Cookbooks
Encyclopedias

Congruence to Illinois State Standards and Goals:

1. Read with understanding and fluency.

A. Use a wide variety of strategic reading behaviors to comprehend the literal and non-literal meaning of text to be informed, to perform a task, and for literary experience.

7. Assess prior knowledge and previous experiences to aid in the understanding of new reading selections.

2. Understand explicit and implicit meaning in literature representing individual, community, national, world and historical perspectives.

B. Read, comprehend, and interpret works of literature representative of various cultures, time periods, traditions, experiences, and pints of view.

2. Identify and describe ways in which works of literature reflect the culture, heritage, traditions, and/or historical perspective of authors.

3. **Write to communicate for a variety of purposes**.

4. Use the language arts for inquiry and research to acquire, organize, analyze, evaluate, and communicate information.

A. Conduct basic research using a variety of technological tools and research.

3. Use glossaries, dictionaries, encyclopedias, other reference books, and available technology to answer questions.

9. Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.

B. Describe and give examples of geometric concepts that show relationships between and among figures including symmetry, congruence, size, and location.

1. Identify shapes that are the same and put two or more shapes together to create a shape which is the same size and shape as a given shape.

18. Understand, analyze, and compare social systems, with an emphasis on the United States.

A. Compare and contrast how customs and traditions have shaped various cultures.

1. Explain how the customs and traditions of culturally diverse communities are similar and different.

Vocabulary and Concepts:

Hajj - the pilgrimage to Mecca
Islam - The religion founded by the Prophet Muhammad and practiced by Muslims
Koran - the holy book of Islam
Mosque - a Muslim place of worship
Muslim - a follower of Islam
Ramadan - occurs in the ninth month of the Muslim year
Shahada - the profession of faith
Salat - prayer five times a day
Sawm – fasting during the month of Ramadan
Zakat - the voluntary giving to the needy

Activity/Time Frame:

Day One:

Provide students with an outline map of the world and locate the Middle East and North Africa. Encourage students to share information they have about the Middle East and North Africa. Divide the class into groups and have each group select one or two countries that they want to research. Invite students to make another map of the world in which they identify the countries in which Islam is a major religion.

Homework:

Complete world maps and research of countries.

Day Two:

Read "Laila's Wedding" by Kaleel Sakakeeny

(This is the story of a typical Lebanese American Muslim celebration. Relative and friends gather for feasting, singing, and dancing.) Practice the Arabic words and expressions so students are more comfortable reading them.

Homework:

Write a brief journal entry about the day of the wedding.

Day Three:

Discuss the "Five Pillars" of Islam.

Shahada - the profession of faith

Salat - prayer five times a day

Sawm – fasting during the month of Ramadan

Zakat - the voluntary giving to the needy

Hajj - the pilgrimage to Mecca

Complete the graphic organizer of the five pillars.

Homework:

Compare the five pillars to other examples of religions.

Day Four:

Foods are part of cultures. Bring samples of food from a Middle East grocery to help students become familiar with some of the products of the Middle East. Students might be interested in researching these foods and finding the geographic conditions that make them plentiful and varied in the Middle East.

Homework:

Find a recipe for the ingredients found in the Middle East grocery store.

Day Five:
Art through Geometry
A tessellation is an arrangement of one or more repeating shapes that completely fill a plane without overlapping or leaving any open space. Tessellation appears frequently in Islamic art, particularly in mosaic tile patterns.
Background: Find some examples of Islamic art that incorporate the beauty of geometry and show them to the class.
Talk about: the shapes children recognize and how they cover a space. Look around school for examples of tessellation, such as floor tiles or windowpanes.

Pattern Block Tessellation:
Provide students with an assortment of pattern blocks (squares, triangles, diamonds, octagons, etc.). Have them use the blocks to completely fill an area of their desktop in any pattern they find appealing. Encourage children to compare patterns, look for shape repetitions, and describe how their patterns fill the space. Students may enjoy trying to duplicate each other's pattern block tessellation.

Trace Tessellation:
Prepare some simple tessellating shapes from card stock that students can trace. Have them begin their tessellation designs by placing a shape on plain paper and tracing around it. Then they slide the shape so that in its new position, one side touches a side previously traced. They trace the shape in its new position and continue In this way - slide and trace, slide and trace - to form a tessellation design. Remind students to leave no empty space between tracings. When they finish, have children color their tessellation to highlight the shapes.

Adjustment Tessellation:
Mathematicians have found that any shape that tessellates can be adjusted to form a new shape that also tessellates. Give students a card stock shape that tessellates, preferably the one they used to make their trace tessellation. Have them cut out part of the shape and reattach it (with tape) elsewhere on the remaining shape to create a new shape. As before, they should trace and slide the shape to create a new design.

Display the class tessellation on a bulletin board, along with examples of tessellation from Islamic art.
Homework:
Create additional tessellation using geometric shapes.

Assessment:
Complete maps.
Work productively in a cooperative group.
Complete graphic organizers.
Construct tessellation.

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Using the Novel Shabanu, Daughter of the Wind
As a Window into Islamic Religion
and Culture in Pakistan
Lesson Plan

Harriet Arnold

Subject:
Meets goals in English and Social Studies.
Could be done as part of a cross-curricular unit or
Taught independently to students in a 2-week Summer School offering.

Grade Level:
6-8

Introduction:
The author of this juvenile fiction book, Suzanne Fisher Staples, worked for many years as a U.P.I. correspondent in Hong Kong, Afghanistan, India and Pakistan. During her years in Pakistan, she became involved with the nomads of the Cholistan Desert and "was inspired by their unfailing generosity and courage to write this book." It is a wonderful story (designated as a Newbery Honor Book) that the students should enjoy reading and discussing for its literary merits. With the use of some supplemental materials, the events in the lives of the book's characters can also be used to teach the students a lot about the religious beliefs held and the customs practiced in this part of the world. Because they are desert nomads, some interesting parallels can be drawn between their lives and the lives of the people in the time of the Prophet Mohammed.

Objectives:
1) Students will be able to compare elements of family dynamics, feelings and experiences of the characters with their own lives and develop perspective on their own values and behaviors.
2) Students will learn about roles of men and women in Muslim society and develop a more accurate understanding of the pros and cons of these traditions.
3) Students will be able to describe ways in which people and animals have adapted to living in a desert environment.
4) Students will gain a basic understanding of the principles of the Islamic faith and learn about the beginnings of the religion and its spread to South Asia.
5) Students will learn about the history of Pakistan and the different groups of people who were joined together to form this nation and about its relationships with its neighbors.
6) Students will learn about the customs and practices of the desert people described in this story relating to trade, property, marriage, burial, mourning, foods, clothing, entertainment, arts and crafts, transportation, celebrations, and oral traditions of storytelling, poetry and song.
7) Students will be able to describe how the author introduces and develops characters, builds the plot events to a climax and uses other literary techniques in this story.

Materials and Resources:
See list with bibliography.

Vocabulary:
A list of characters at the beginning and a glossary at the end of the book are available and helpful.

Time Frame:
Two periods per day for ten days

Outline of Daily Lessons:
What follows will be a day-by-day suggested sequence of activities, reading assignments, focus for discussion, and a listing of religious heliefs and customs described in each group of chapters.

Day One:
Teacher will have photocopies of the sections of the book, We Live In Pakistan, which describe the lives, thoughts and experiences of Pakistani citizens from all parts of the country and many different walks of life. Each student will select one person and read the text, look at the pictures and become familiar with that person. The student will then compose an imaginary interview with that person which highlights some of the facts that seem interesting and important. Students will write a script for this interview to be presented to the class with the help of a partner on day two. Teacher will introduce the novel Shabanu and assign students to read chapters 1-4 (pages 1-40). As they read each day students will be asked to keep a journal and note 5 or more questions they have or observations they wish to make about the chapters covered (noting page numbers for reference in discussion). Students may begin silent reading, if time allows.

Day Two:
Students will work in pairs presenting their interviews orally to the class and if possible locating where the interviewed people live on a map of Pakistan. This should give the whole class a quick introduction to the people and geography of Pakistan. On the following days they will be able to refer back to this information as it relates to the story. Teacher will lead a discussion about the characters and plot events in chapters 1-4 and ask the class about what they have learned from the story about aspects of religion and culture including the following possible topics:

1) The importance of water and rain in the lives of desert people
2) Arranged marriages for daughters to take place as soon as they reach puberty
3) Marriage to cousins--keeping land in the family
4) Arabic language phrases used in daily life
5) Patrolling the border with India--Desert Rangers Women wear chadr or dupatta to cover their heads
7) Clothing of people---bright colors, decorated with embroidery and small mirrors
8) Mother's responsibilities in the household

9) Going to a mosque---reciting memorized passages from the Koran
10) How to distract an angry camel with an article of clothing
11) Camel vengeance--some desert people also feel a need for this
12) Mother camel bitten by a krait, vultures waiting for her to die
13) Helping a baby camel to be born, watching camels courtship and mating
14) Ways to keep milk cool and carry water
15) Some farmers who live in settlements near wells and canals look down on nomad herders
16) Taking a caravan of camels to sell them at the fair
17) Crossing the Indus River at Gudu Barrage---lots of cars, trucks, buses on the road
Assignment: Read chapters 5-8 (pages 41-76) and write questions or observations in journal.

Day Three:
Students will label a map of Pakistan with names of provinces, major cities and geographic features. On an enlarged portion of the map they will trace the route taken by Shabanu and her father to sell their camels at Sibi and buy gifts and dowry items on their way home. Looking at a larger map of Asia, the teacher gives a short summary of the region's lengthy and interesting history. This will be filled out as groups of people and historical events are mentioned in the story. Teacher will lead a discussion about the characters and plot events in chapters 5-8 and ask the class about what they have learned from the story about aspects of religion and culture including the following possible topics:
1) Tribes of Baluchistan used to live by raiding and plundering the people of the Punjabi plain
2) Groups of this region are still regarded as fierce and warlike, most carry guns and use them
3) Daughter who eloped will be hunted down and killed by male members of her family
4) Iranians and Arabs will pay well for dancing or fighting camels or camels to sacrifice at end of Ramadan. Shabanu's people prefer to sacrifice goats.
5) Afghans come to buy camels to carry weapons and supplies for war with Russia
6) Following the railroad tracks--discuss major railroad linesin Pakistan
7) Carnival rides and contests, buying paan--popular treat of betel leaf with various toppings
8) No women at the fair---only a few girls Shabanu's age or younger
9) Education--mother is able write a little and taught that to Shabanu, who doesn't attend school
10) Celebrating good fortune--sale of camels--feast for neighbors at fair, dance and song
11) Shopping and bargaining for items at the bazaar- shopkeeper gives Shabanu special shatoosh shawl
12) Visit Uncle who works in town while his wife and sons live with Shabanu's family
Assignment: read chapters 13-12 (pages 77-108) and write questions or observations in journal.

Day Four:
The class will watch the Eyewitness series videotape called "Desert" (35 minutes long) which describes desert ecosystems, temperature variations, animals, plants and geological patterns. It includes a section on why the camel is so well suited to desert life. Students will do worksheets about camels—their adaptations to the desert, their relationships with human desert dwellers, and other interesting camel facts. Students will be encouraged to use what they have learned about camels from the story so far and other resources about camels will be available. Teacher will lead a discussion about tile characters and plot events in chapters 9-12 311d ask the class about what they have learned from the story about aspects of religion and culture, including the following possible topics:
1) Close knit family--happy to be reunited-Grandfather comforts Shabanu, who is upset about her father selling a favorite camel.
2) Nosepegs for 3-year old camels--whole family helps with the task.
3) Hot weather--work done early and late--rest during hottest hours of the day.
4) Channan pir--women go to pray at his shrine for sons and good marriages for their daughters and also enjoy the cameraderie of women gathering there (Men gather separately while waiting for them)
5) Oral traditions--Pir's life is passed on in songs and stories. He was a wise and gentle man who lived four centuries ago and attracted both Muslims and Hindus as followers.
6) Sharma joins them--she is an unusual woman relative who lives on her own with her daughter---left a husband who mistreated her when she did not bear him a son. Despite her personal choice, Sharma counsels that the love of a good man is a beautiful gift from God and urges the girls to recognize that their parents have made good matches for them.
7) Worship at the shrine--some women reach a frenzy of devotion--whirling like dervishes--Sufism?
8) Oral traditions-Grandfather's stories freely combine his own experiences with historical events of past centuries.
9) Sharma sings ghazals--songs about forbidden or unrequited loves.
Assignment: read chapters 13-16 (pages 109-150) and write questions or observations in journal.

Day Five:
Students will watch the first half of the videotape "I am a Sufi, I am a Muslim" (approximately 30 minutes) and discuss whether the religious beliefs and practices described are congruent with those of the family in the story. Teacher will lead a discussion about the characters and plot events in chapters 13-16 and ask the class about what they have learned from the story about aspects of religion and culture, including the following possible topics:
1) How the family copes with a major sandstorm and deals with a camel and a man who are victims of the desert storm.
2) Grandfather's disappearance during the storm, the family's concern for him, thoughts about him and what happens when he is found just barely alive, knowing that he will die soon.
3) Grandfather's wish to be buried with other men he served alongside in the camel corps prompts the family to travel to the old fort at Derawar. Legal complications over

property, including the cemetery, cause great concern, because religious law and desert heat dictate that their grandfather must be buried quickly.
4) Grandfather is buried in the desert following Muslim religious practices
5) Public prayers in Arabic and du'a (private prayers) in own language.
6) Ramadan fasting will begin in 2 weeks. It is Shabanu's first year to participate fully--her mother reassures her that she will be able to do it...as she says, "it is a matter of faith and will.
7) Family water supply was destroyed by the storm, so they go earlier than planned to stay with their relatives who live on farmland irrigated by a canal they dug themselves.
8) Landowner Nazir Mohammed, whose family probably owned their land before land reforms, still covets the land and has made trouble for the family. Oldest brother was found drowned in the landowner's well. Nazir has demanded one fourth of their crops, although they are not tenants and have deeds for the lands. The matter is still in the courts.
9) The two related families get along well--the daughters of one family will marry the two sons of the other. Shabanu has known and respected her cousin, Murad, and is getting herself used to the idea that he will be a good husband for her.
10) Homes in the settlement are described--a new cottage has been built for Hamir and Phulan--the women follow a tradition of painting good luck pictures on the walls, wishing the couple fertility, wealth, family harmony and many sons. Representational art follows local customs rather than Islamic art traditions.
Assignment: No chapters assigned for the weekend. Teacher collects journals for assessment. If time remains after discussion, students can begin filling in character web diagrams for the different characters in the story----working alone or with partners. Webs will remain at school and be completed after- more chapters have been read.

Day Six:
The students will watch the remaining half of the videotape of "I am a Sufi, I am a Muslim". Then they will have a chance to ask questions about the film and do some worksheets outlining and testing their understanding of Islamic beliefs and asking them to indicate whether and, if so, how the family in the story follows the requirements of the religion in terms of beliefs and practices. While Islam has spread to many places that are very different from its place of origin in the time of the Prophet Mohammed, it would be interesting to discuss how these people who live a clan-based, pastoral, nomadic, subsistence lifestyle with trading and raiding relationships with neighboring tribes might identify more easily with the situations described in the Koran and the Hadith. Before returning journals to the students the teacher may want to bring up some of the questions raised or observations made by the students about Chapters 1-16 and have the class respond to them. Any time remaining can be spent starting silent reading of the next portion of the book.
Assignment: read chapters 17 and 18 (pages 151-173) and write questions or observations in journal.

Day Seven:
Students will work alone or with partners on character web diagrams, which will show their understanding of and familiarity with one of the characters in the story by listing

facts which describe the character's actions, thoughts, feelings, opinions, physical appearance and personality traits. Diagrams will be shared with the class and may be enlarged upon if the class feels something important has been left out. Teacher will lead a discussion on how the events in previous chapters have built up to the story's climax in chapters 17 and 18 and (if they haven't read ahead!) students will be encouraged to speculate on what they predict will happen in the resolution of the conflict. Teacher will also ask the class about what they have learned from chapters 17 and 18 about aspects of religion and culture including the following possible topics:

1) Landowner Nazir has a reputation for inviting friends to hunt quail and choosing a tenant girl as prize for the person who catches the most quail. He usually sends the girl back to her family with money and some families accept this, but good Muslims would not. Shabanu's father warns the girls not to go anywhere alone.

2) When Phulan and Shabanu are washing and getting water at the canal, they run into Nazir and his comments suggest he wishes to take advantage of Phulan as a hunting prize. Angry Shabanu throws water jugs down the bank--getting Nazir's clothing muddy and embarrassing him in front of his friends.

3) Fearing Nazir will seek revenge, their father sends the women out into the desert and promises to go with their future husbands and work things out. He says he will join them in the desert when he can.

4) Left in charge of her daughters, the mother is assertive and tells the Desert Rangers that a message they carry could not be from her husband and that they have a duty to protect her because she is Cholistani and Nazir's behavior was wrong.

5) Rangers help and protect the women until father and Murad arrive. They bring the sad news that Hamir was furious at Nazir's insult to his future wife and was shot and killed in a confrontation with Nazir and his friends.

6) Desert Rangers have agreed to find Nazir and bring parties together to negotiate a truce. Nazir's brother is a politician and he won't want trouble in his constituency. The family finds his name Rahim (the merciful) a good omen and hope that he will be able to influence Nazir.

7) While waiting in the desert Auntie has a miscarriage and is helped by a local midwife since there are no doctors in the nearest settlement.

Assignment: read chapters 19-21 (pages 174--209) and write questions or observations in journal.

Day Eight:

Students will diagram choice situations for some of the characters--showing the choice the character faced, the alternatives with pros and cons for each alternative, and evaluate why the characters made the decisions that they did. Students will also fill in a diagram showing ways in which they are similar to and different from the main character, Shabanu. These diagrams can be used for assessment of the student's understanding and may indicate ways in which their self-knowledge and personal values may have been affected by reading this story. Teacher will lead a discussion about the characters and plot events in chapters 19-21 and ask the class about what they have learned from the story about aspects of religion and culture, including the following possible topics:

1) Because they are travelling the family members are allowed to break their fast

2) Hierarchy of discussion and decision making--first men meet and reach a decision, second married women meet and hear the decision and discuss it among themselves, and finally, although their lives are greatly affected by this decision it is simply announced as decided to the daughters that Phulan will marry Murad and Shabanu has been promised to Rahim.
3) It would be an honor to marry Rahim because he is Sayeed—his family can trace their ancestry to that of the Prophet Mohammed.
4) Although the girls are expected to obey their parents, the family does try to explain the reasons why this solution will benefit them and everyone in their extended families.
5) Paying of a bride price is common in the desert, but the families are still overwhelmed and impressed by Rahim's generosity, his gifts to Shabanu and kindness to everyone such as building them new homes and sending a servant girl to help them.
6) Outspoken Sharma arrives and asks them if they have considered Shabanu's feelings that she had been prepared to marry Murad and that it probably won't be easy for her to become Rallim's 4th wife--other wives will look down on her because of her background and be jealous if Rahim favors her.
7) Since the decision is made, Sharma counsels Shabanu to learn all she can about how to make Rahim care deeply for her, so that he will make sure she is treated well. If he treats her badly, Sharma says that Shabanu can always come and live with her. Shabanu fears her father would kill them both if she did that, but Shanna is sure he would not!
8) In the weeks leading up to Phulan's marriage to Murad, she is thoroughly pampered and fussed over by her family--perhaps a last chance to do this before she leaves them to go to her real home with her husband.
Assignment: read chapters 22 and 23 (pages 210-240) and write questions or observations in journal.

Day Nine:
Students will learn about mahendi by having an expert come and demonstrate, or by using a kit that teaches them the techniques or at least by studying photos and drawing patterns on themselves or on paper outlines of a hand or foot with markers. Photos can also be shared as well as reading passages from resource books describing the dress and proper behavior of bride and groom during the various ceremonies involved in a Pakistani marriage. Teacher will lead a discussion about the characters and final events of the plot. Students who are interested can be encouraged to read the sequel Haveli, in which the author continues Shabanu's story after her marriage to Rahim. This book describes the life of the family of a wealthy and influential man both at their rural compound and at their family residence in the city of Lahore. Teacher will collect journals for assessment and ask the class about what they have learned from the story about aspects of religion and culture, including the following possible topics:
1) A wedding is an occasion for hundreds of cousins from both sides of the clan to gather and have fun together.
2) Men are in charge of making some of the sweets
3) Men enjoy playing instruments and dancing into the night
4) Women gather for the mahendi ceremony which involves sharing secrets of a happy marriage with the bride

5) Special clothing for the bride and groom
6) Religious ceremony is fairly simple
7) Symbolic drink of sweet milk by husband, passed to wife to drink as her first act of obedience to her new husband
8) They see each other's faces when a mirror is placed in their laps
9) Arms form an archway holding the Koran above their heads as they depart to their new home
10) Bride becomes part of the groom's family
11) Back home in the desert the family tries to get over sadness at Phulan's absence
12) Now that she is betrothed to Rahim, father tells Shabanu she can no longer help him with the camels, but must stay and help her mother and learn to be a good wife.
13) Shabanu hides from her parents that she has begun to menstruate, because as soon as that happens they will contact Rahim to set wedding plans in motion. Hearing her father's anger at her deceit, Shabanu takes a camel and plans to run away.
14) When the camel's leg is broken, she can't desert him and must wait for her father, accept a beating for her disobedience and accept the course laid out for her life.

Day Ten:
Teacher will plan special activities for the final day of the unit. Here is a list of some possible ideas. Students could prepare and/or just taste foods mentioned in the story--tea and chapatis being staples for this family, with other foods described as well. A guest who is from Pakistan or has visited the country could be invited to talk to the class and answer questions, if he or she is willing, students could listen to music or poetry or ask a Muslim guest to recite from the Koran to help them experience the culture through hearing. A slide presentation could be arranged on Islamic art and architecture.
Students might enjoy doing watercolor paintings of desert scenes beautifully described in several passages from the book. If the teacher feels there is a need to respond to additional questions from the student's journal entries on chapters 17-23, time could be set aside for a final discussion of these topics. Also, the students could be given a chance to act as book critics and comment on their reactions to the story and whether they would recommend it to others.

Assessment:
1) Ongoing informal assessment of the students' knowledge of material covered can be made from their responses in daily discussions.
2) Student's ability to analyze, process and apply concepts and ideas can be assessed from their questions and observations entered in their journals and their written work on the interview script and the various maps, diagrams and worksheets completed as described in the lesson plans.
3) Class discussion participation will also indicate if the students are aware of the writing techniques used by the author to tell the story effectively.

Resource List:

Everyone will need a copy of the novel:

Shabanu Daughter of the Wind, by Sirsan Fisher Staples. A paperback edition is available from Random House, 1996. The ISBN is 0-679-81030-7.

The teacher should collect and become familiar with a selection of books and articles about Pakistan, making note of passages and pictures that would be especially valuable to share with the class to enrich their understanding while reading Shabanu. The following books were found at a branch of the Chicago Public Library:

Camels, from the **Zoo Books** series, volume 11, number10 (Wildlife Education, July, t 5) 94)

A Family in Pakistan, by Ailsa and Alan Scarsbrook (Lerner Publications, 1985)

Islam, by Abdul Latif Al Hoad (The Bookwright Press, 1987)

Pakistan—An Islamic Treasure, by Jabeen Yusufali (Dillon Press,1990)

Pakistan and Bangladesh, by Emil Lengyel (Franklin Watts, Inc., 1975, 2nd edition)

Pakistan, from the **Countries of the World** series, by David Cummings (The Bookwright Press,1989)

Pakistan...in Pictures, by Jon A. Teta (Lerner Publications, 1989)

Pakistan--Land of Mystery, Tragedy and Courage, by I.G. Edmonds (Holt, Rinehart and Winston, 1975)

We Live in Pakistan, by Mohamed Amin (Tile Bookwright Press, 1986)

Wonders of Camels, by Sigmund A. Lavine (Dodd, Mead and Co., 1979)

The following films are included in the lesson plans:
"Desert" from the **Eyewitness** videotape series (available from Teachers' Video Company catalog)

"**I am a Sufi, I am a Muslim**" (available from the South Asia Outreach office)

I also based my work on these lesson plans on material in my notes from lecturers at the South Asia Outreach Center's 1999 seminar on "Islam in South Asia and America" and the following articles or book excerpts given to us at that seminar (copies or more information on these sources could be gained by contacting the center, if other teachers wish to use this unit idea):

Believers in One God, by Michael Keene (Cambridge University Press, 1993)

The Pursuit of Urdu Literature, by Ralph Russell (Oxford University Press, 1992)

Middle Eastern Women Speak, the introduction by editors Elizabeth W. Fernea and Basima Qattan Bezirgan.

"Islam and Muslim Society in South Asia", in Contributions to Indian Sociology, volume 17, number 2 (1983)

Islam
Lesson Plans

Maria Asvos and Ivette Robles
Albany Park Multicultural Academy

Subject:
Social Studies

Grade Level:
6-9

Overview of Lessons:
1) Geography and history of the Middle East (Asia and Asia Minor).
2) Overview from historical perspective---a timeline of major events *in* India and China.
3) Saudi Arabia (Desert Kingdom Environment). Four major regions of Saudi Arabia under climate/deserts.
4) People of Saudi Arabia. Students will do fictional writing such as writing a poem or story about Bedouin, nomadic ways of life.
5) Fundamental beliefs, rituals, and ceremonies in Islam.
6) Islamic art: Dome architecture, rugs, calligraphy.
7) Saudi Arabian history. Clips of the movie "Lawrence of Arabia" will be shown and discussed.
8) Students will do a graphic organizer to refine/define what they learned in the previous lessons.
9) India' s environment (4 regions). Class will be divided in four groups and each group will teach the rest *of* the class about the region they have researched.
10) People of India (the caste system)
11) Hinduism (reincarnation). Students will write an essay about who they would want to come back as and why.
12) Buddhism
13) Compare and contrast Gandhi to Martin Luther King Jr.
14) Religious Tolerance--class will be divided in three groups comparing Islam, Hinduism, Buddhism.
15) Math/science-- Lunar charts, dates of religious observances . Students will realize that the whole world does not use the calendar system of the U. S.
16) Have someone demonstrate meditation to the class and have the students try it.

Goals:
1) Introduce the fundamental beliefs, rituals, and ceremonies in Islam.
2) Learn about the negativity which is emphasized in the media today in regards to Islam; that Muslims are not any more prone to violence or aggression than non-Muslims

Objectives:
1) Students will research Islamic principles they will obtain at an Islamic Library.
2) Students will gain an idea of how the holy book of Muslims called the Qu'ran is written by looking at the Arabic words and reading the English translation

Materials: trip to Islamic library, teacher prepared worksheet, Islamic novel, the Qu'ran, Venn diagram, KWL chart, and overhead projector.

Vocabulary

Allah	Iftar	Mosque	Suhur
Assalamu-Alaikum	Hira	Muhammed	Taraweeh
Eid	Imam	Ka'ba Muslim	Zakah
Fajr	Lunar calendar	Qu'ran	
Fasting	Maghrib	Ramadan	

Activity/Time Frame:
Lesson plans for 1 week:

Activity One:
Discuss with students the fact that Islam is one of the main religious groups practiced in the world today and that it is important to be aware what the followers of Islam believe and how they live their lives. Use the KWL strategy: begin by listing what the students know. Also, list the questions that students have regarding Islam. The vocabulary will be introduced and discussed with the class. Students can play a game of jeopardy in which they must give the definition of each word in the form of a question.

Activity Two: (will take a few days to complete)
Have students look at a map of the world. Discuss the geography and history of the countries in the Middle East as well as the four major regions of Saudi Arabia. Talk about the Bedouin nomadic people of Saudi Arabia. Read an Islamic novel to students that gives them a good idea of what the Islamic faith teaches and what the world is like for Muslims.(references for novel contained in bibliography). Each student can write a brief summary of one of the chapters in the novel accompanied by an illustration. Their summaries and illustrations can be put together in the form of a book and can be included in the classroom library.

Activity Three:
Begin the lesson by explaining that Islam is a religion that strictly defines and ritualizes a Muslim's duties and obligations. Explain the five pillars of Islam as well as the six articles of faith using- an overhead projector. Bring a Qu'ran with an Englisl·1 translation and discuss passages with students. Have them compare ideas in the Qu'ran to ideas of their religion or other religions of the world. After the discussion, have students create a Venn diagram in which they compare ideas in the Qu'ran with another religion. Have the student's present their diagrams to the class.

Activity Four:

At the end of the unit, complete the KWL chart with the students and discuss what they have learned. Also, be sure to discuss the misconceptions they had about Islam before this unit and whether or not these misconceptions were dispelled as a result of this unit.

Assessment:
The teacher will know that learning has occurred from the results of teacher prepared worksheet. The worksheet will emphasize the general principles of Islam. Also, the summaries of a section of the Qu'ran will reveal their understanding of an excerpt of the Qu'ran and what it tells Muslims.

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